

Using dynamic assessment in practice in school psychology

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A process for selecting assessment strategies ...

WHAT?

What is the content
of the assessment?

What is the nature
of the learning to be
assessed?

HOW?

Conventional assessment
*Supported by behaviourist theories
and psychometrics*

Alternative assessment
*Supported by dynamic systems,
sociocultural and information
processing theories, complementing
conventional assessment*

WHY?

What is the purpose
of the assessment?

What types of
educational decision
making are to be
supported?

Berman, 2001



HOW?

Conventional assessment

Standardised procedures (pencil and paper tests, individual standardised tests, standardised checklists)

Focus on observable and measurable behaviours or products of learning

STATIC ASSESSMENT

Learning theories

Indigenous Behavioural Social learning

Learning as cultural belonging and growth

Learning as changes in behaviour

Learning as changes in behaviour and thinking through social engagement or observation

Cognitive Information processing Sociocultural

Learning as changes in thinking

Learning as changes of thinking through processing of information

Learning as use of cultural tools (language) for social interaction and changes in thinking

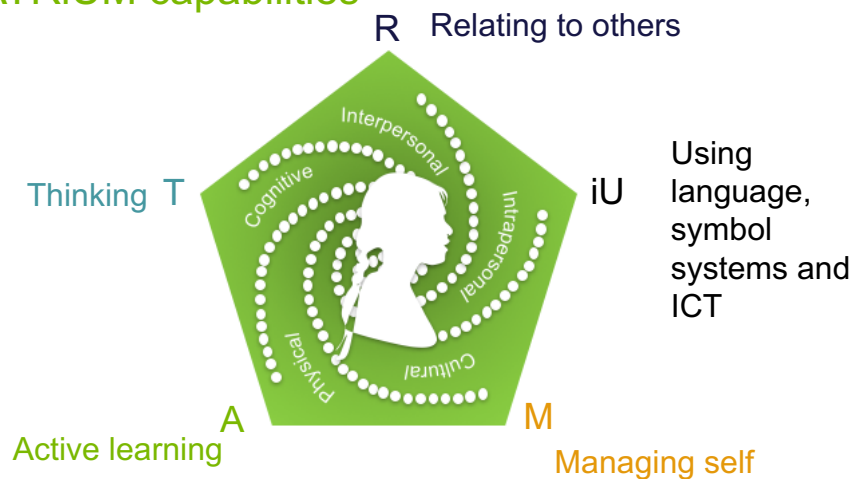
Neurological Ecological Dynamic systems

Learning as changing brain structure

Learning as response to environment

Learning as transformation of multiple systems of human functioning

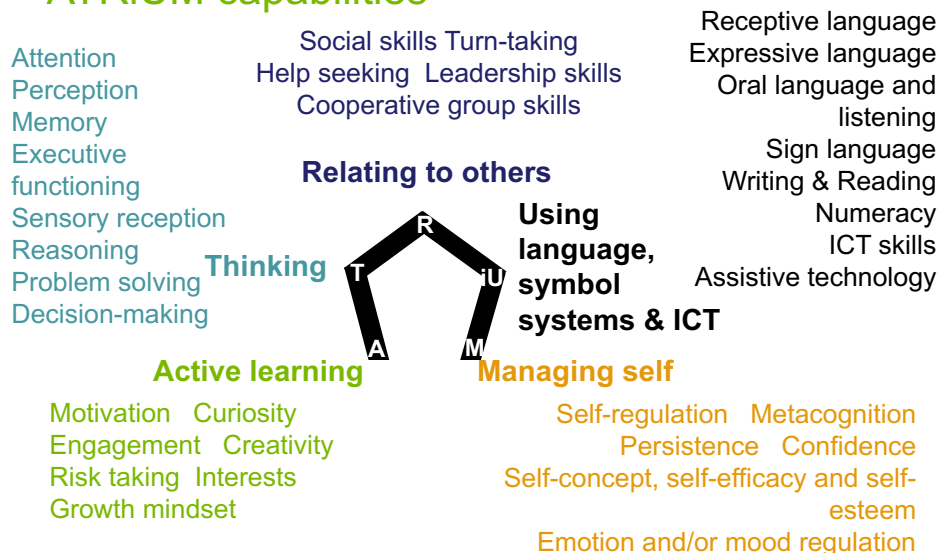
Dynamic Systems Theory & ATRiUM capabilities

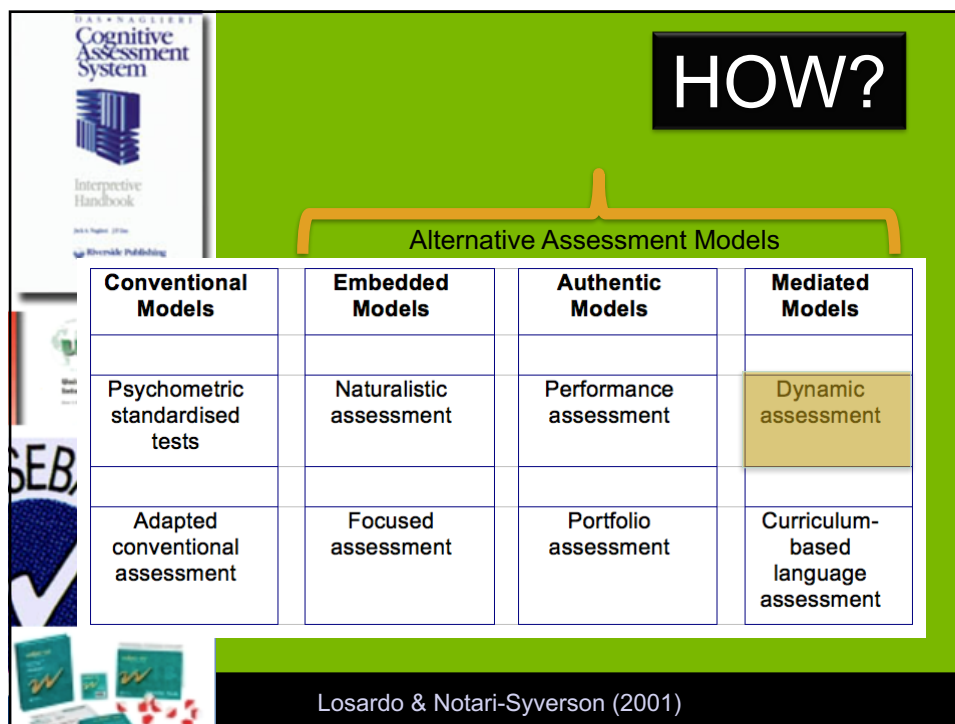
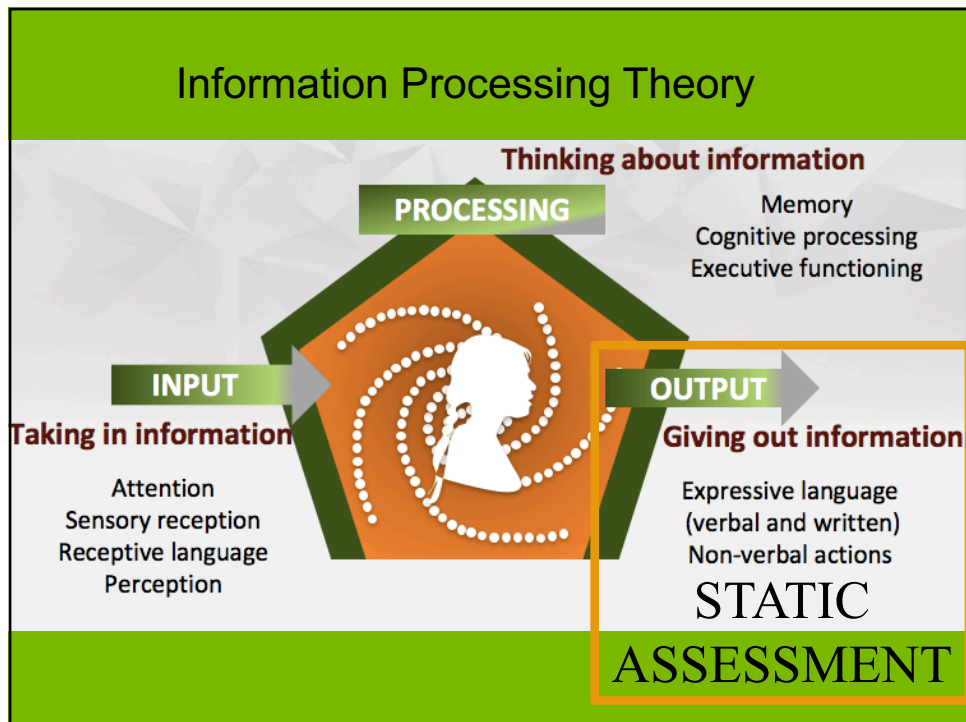


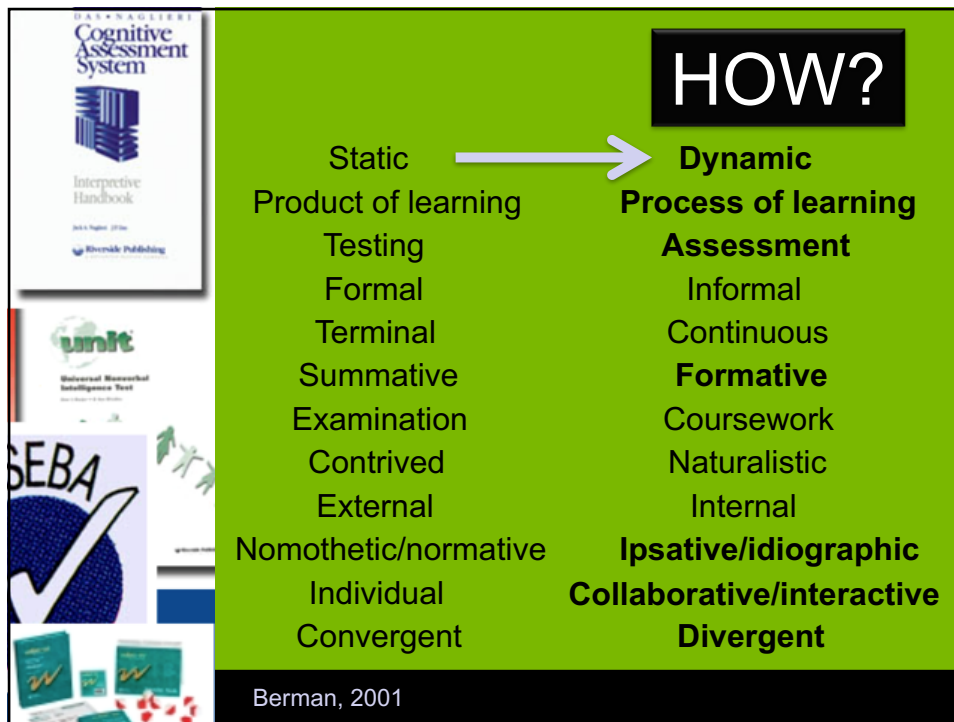
Berman, J. & Graham, L. (in press). Learning intervention: Educational casework and responsive teaching for *sustainable learning in inclusive schools*, London: Routledge.

Graham, L., Berman, J. & Bellert, A. (2015). *Sustainable Learning: Inclusive practices for 21st century classrooms*. Melbourne: Cambridge University Press

ATRiUM capabilities





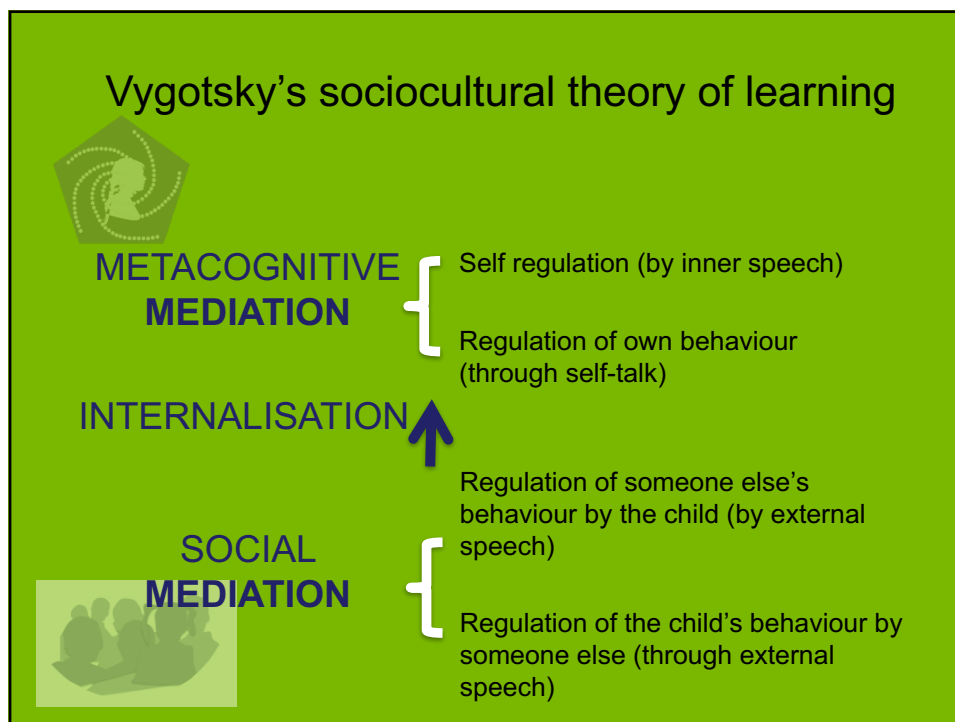
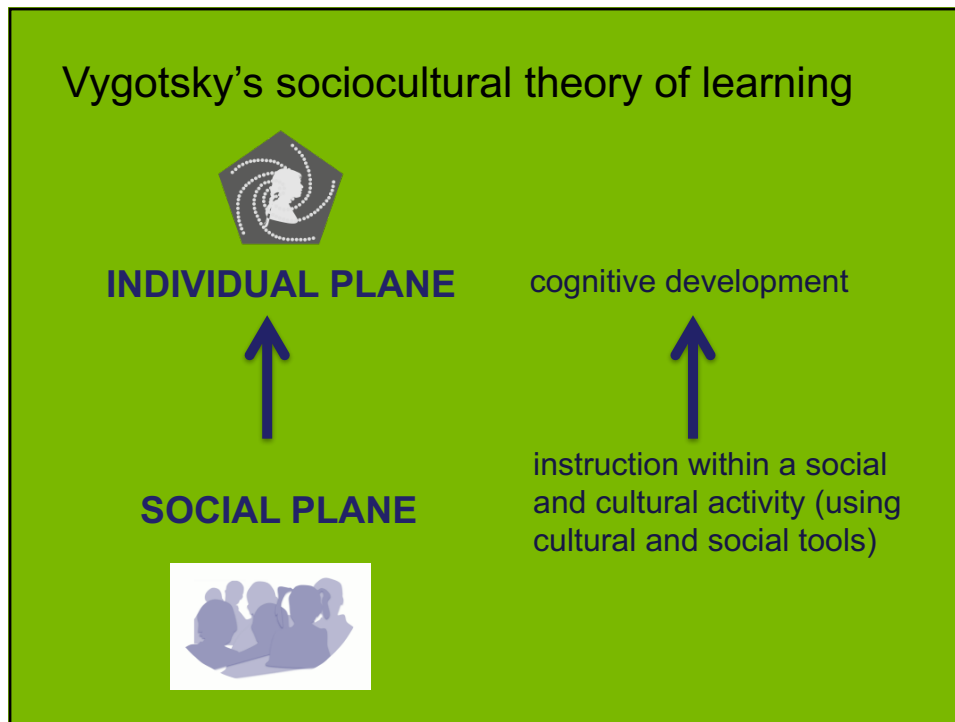


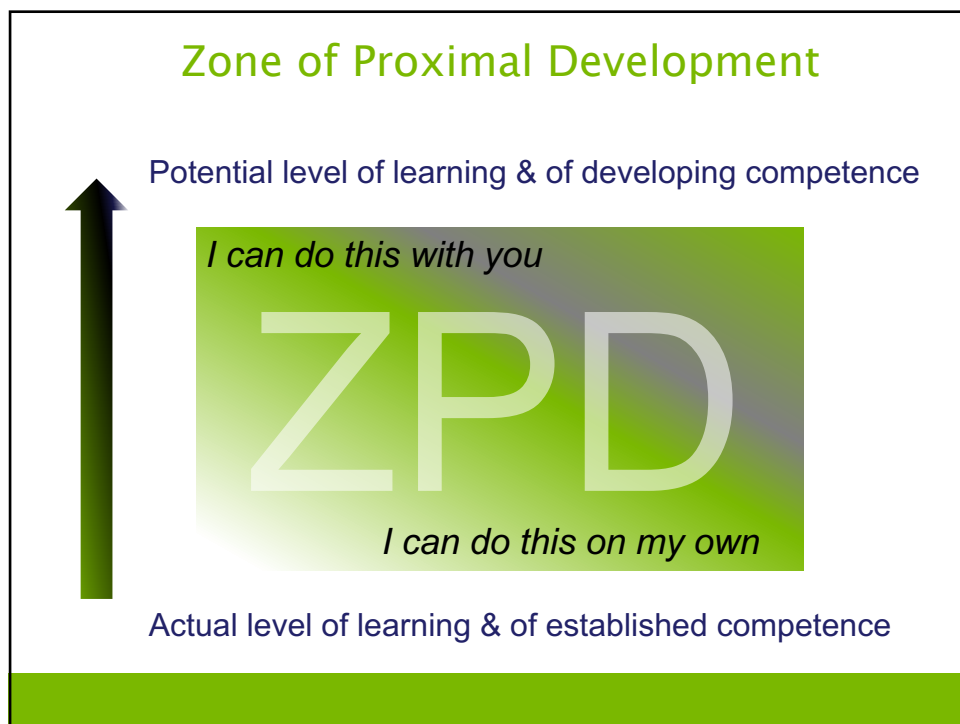
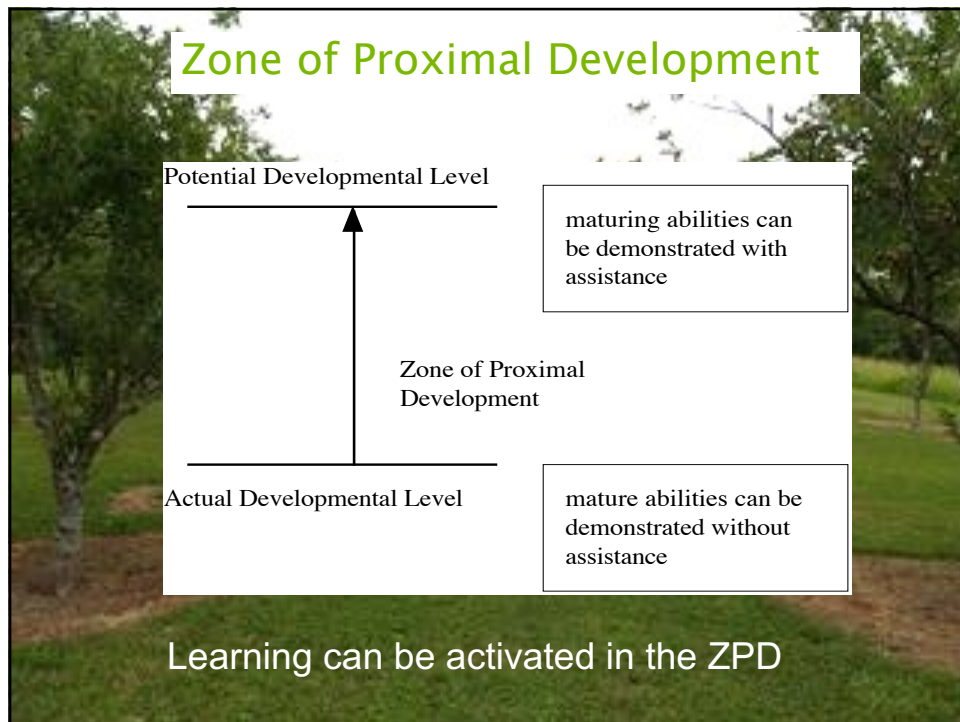
Dynamic assessment is assessment that incorporates teaching and aims to activate learning.

assessment is derived from a Latin verb *assidere* which means *to sit beside*

“if you wish to understand how a child learns, it is best to engage that child in the learning process”

RMIT
Lidz, 1997, p.281

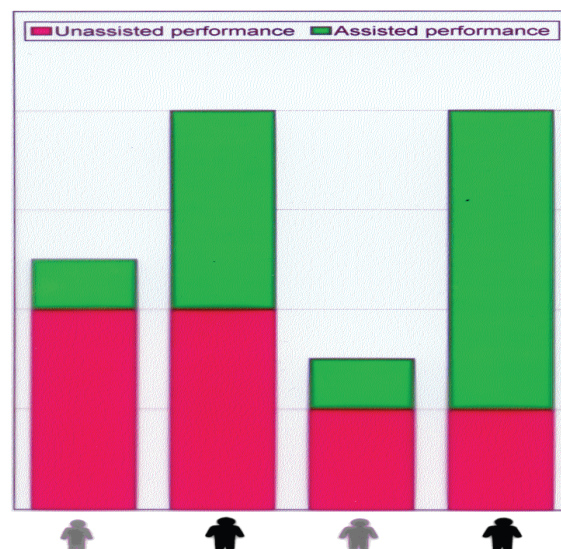




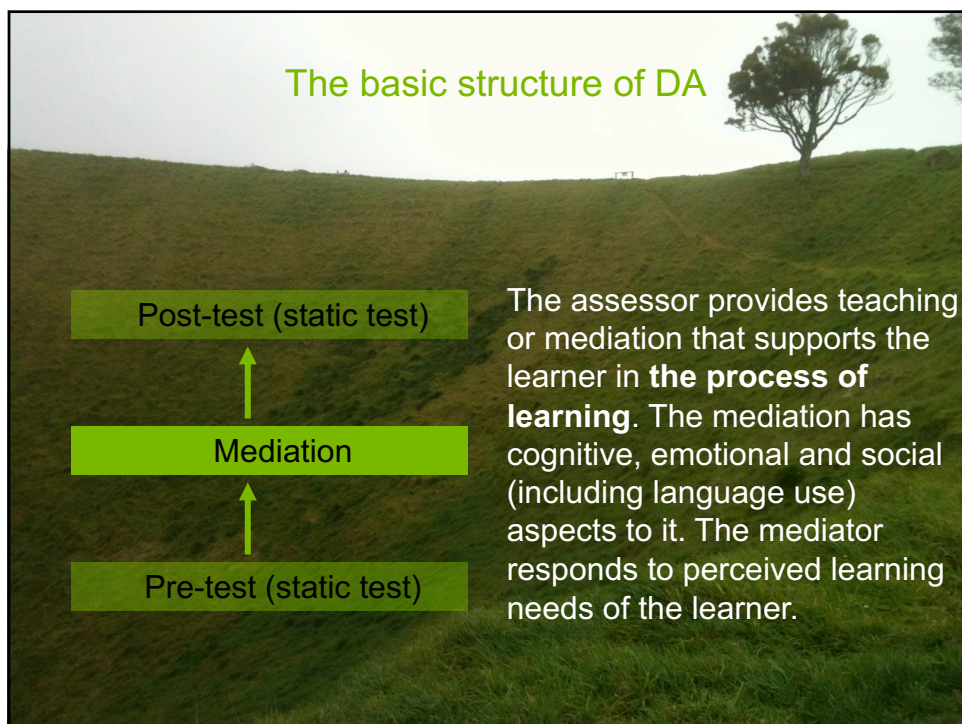
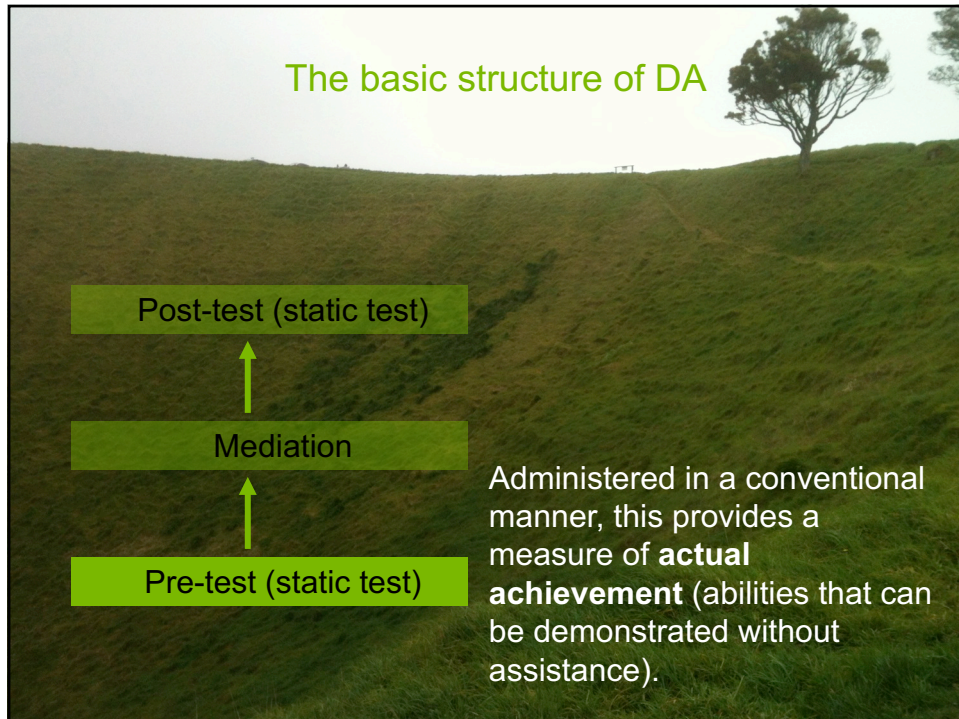
Where did this thinking come from?

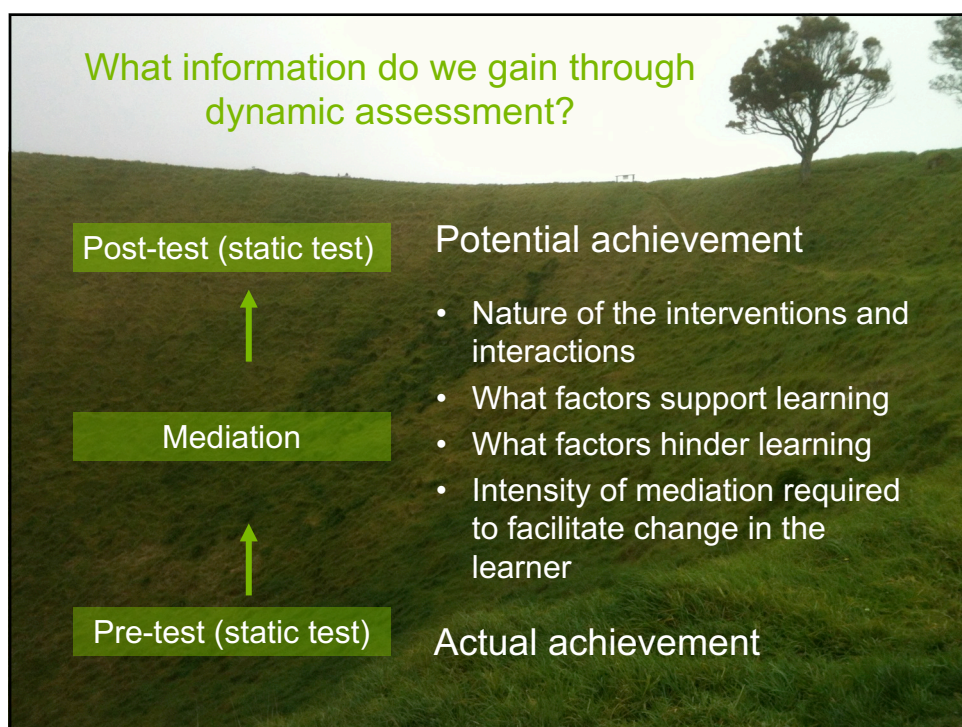
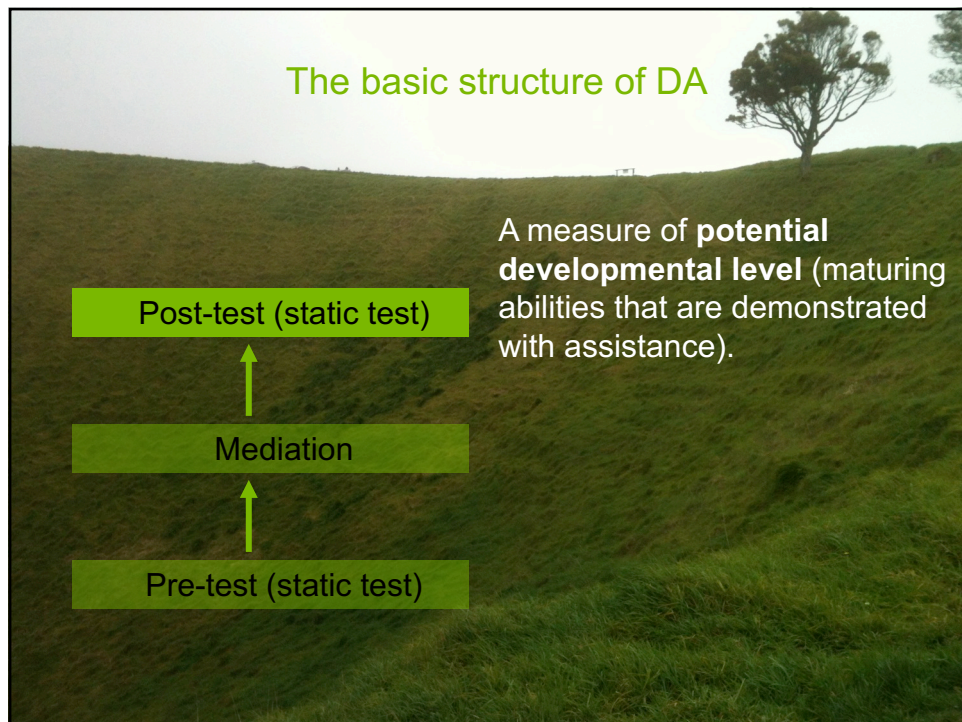
Having found that the mental age of two children was, let us say, eight, we gave each of them harder problems than he could manage on his own and provided some slight assistance: the first step in a solution, a leading question, or some other form of help. We discovered that one child could, in co-operation, solve problems designed for twelve-year-olds, while the other could not go beyond problems intended for nine-year-olds. The discrepancy between a child's actual mental age and the level he reaches in solving problems with assistance indicates the zone of his proximal development; in our example, this zone is four for the first child and one for the second.

(Vygotsky, 1962, p.103)



Lauchlan & Carrigan, 2013





Practice and Traditions of Dynamic Assessment

- Structural cognitive modifiability (Feuerstein et al.)
- Learning potential testing (Budoff et al.)
- Graduated prompt (Campione & Brown)
- Lerntest (Guthke et al.)
- **Testing the limits (Carlson & Wiedl)**
- Information processing (Swanson, Das & Naglieri)
- **Curriculum-based DA (Lidz)**
- Stimulus enrichment (Haywood)
- DA of young children (Tzuriel)
- **UK DA (Lauchlan & Carrigan)**

The author remembers, at the age of eight, that he was asked to coach in reading a fifteen-year-old reputedly "mentally retarded" adolescent. All previous attempts to help the boy read had failed and the specialized adult teachers had declared him to be totally unable to acquire reading or any other symbolic substitute of reality. His language was extremely poor and ungrammatical. The boy's father had half jokingly declared, "I'm not going to die unless my son is able to read the prayers at my death like a good Jewish boy." Indeed, animated by this powerful need, both the eight-year-old teacher and his student worked very hard to find ways to overcome the older boy's difficulties, resulting in his acquisition of reading skills. The adolescent's success affected the quality of his life. He developed subsequently, much more normally and despite lack of formal schooling, as an adult has become fully integrated into society.(He is now 75!).

Feuerstein (1990, p.89).

Overview of applications being used around the world

- Psychopathology
- Developmental disabilities and giftedness (cognition and adaptive behaviour)
- Neuropsychology
- Reading
- Mathematics
- Speech and language

Success as dynamic assessors depends on:

1. attitudes and beliefs about assessment
2. assessment interaction skills
3. knowledge about general cognitive processes
(and in CBDA of the specific domain of learning)
(Berman, 2002)

Berman, J. & Graham, L. 2002. School Counsellor Use of Curriculum-Based Dynamic Assessment. *Australian Journal of Guidance and Counselling*, Vol. 12, No 1, 21-40.

1. Attitudes and beliefs about assessment

- Acceptance of the importance of the integration of teaching and assessment
- A belief in the modifiability of student cognition
- Acceptance of the holistic nature of human learning: general cognitive, social and emotional, cultural, spiritual, physical
- A positive attitude to learning and to the content of the session

2. Assessment interaction skills

Establish and maintain an optimum teaching/learning relationship

- Enhance confidence
- Enhance motivation
- Develop self-perception
- Minimise fear of failure
- Encourage, explore and accept different solutions and strategies
- Enrich communication

3. Knowledge about the general cognitive processes and the specific domain

- This needs to be in terms of cognitive development (conceptual as well as procedural knowledge)
- It should identify where the student is ...
- and where the student is likely to go
- and the best way to head towards that at the moment

Essential changes in activity of the assessor

From passive to active assessor

Strengths based (search out strengths and use them in mediation)

Need to have working understanding of the domain of learning or development

Use feedback to activate learning

Self
Task
Process
Regulation

Hattie & Timperley, 2007

Providing effective feedback as part of mediation

SELF	Personal evaluations, praise and feelings about the learner
TASK	Whether work is correct, may include direction to acquire more, different or correct information
PROCESS	The process needed to understand or perform tasks. Surface level: acquisition, storing, use of knowledge Deeper level: relations in the environment, relations perceived by the person, relationships between the person's perceptions and the environment; cognitive processes, transfer, strategies for error detection (self-feedback)
SELF-REGULATION	Self-monitoring, directing and regulating actions. Supporting learners seeking and responding to feedback.

Hattie & Timperley, 2007

How did I get into it and how have I used it in school psychology practice?

What if I ...?

Thinking skills

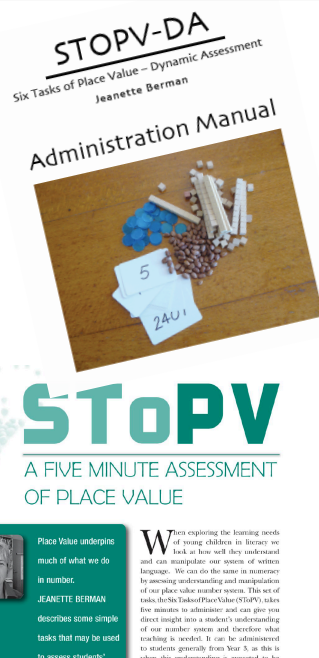
Curriculum-based DA

Is now embedded in all my assessment

Testing the limits in intellectual assessment

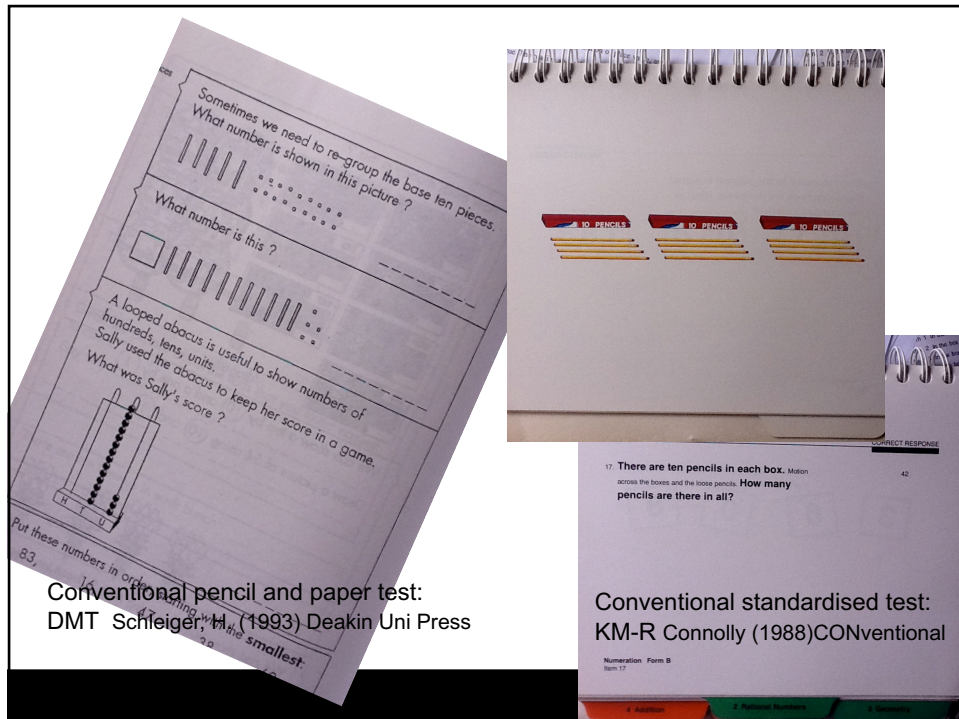
Stanford Binet Fifth Edition

- After the standard test administration session is completed, some examiners test the limits of what an examinee can do by re-administering certain items in the test battery.
- Provide cues, expand time limits, ask exploratory questions, cue to an error, change the mode of presentation, and receive alternative responses.
- Explore the nature of the responses and what needs to happen to support a better response.



My journey with CBDA

- School mathematics domain
- Cognitive research tasks
- Minimal structure to mediation
- Comparison with assessment information from conventional assessment



Model for CBDA (Berman, 2001)

Content of specific domain

- Target achievement defined by curriculum and validated by cognitive research
- Range of content defined from developmental research
- Processes of thinking and attitudes and values defined by curriculum and validated against research

Tasks

- Derived from cognitive research to reflect range and complexity of the domain
- Confirmed using item response procedures (Rasch analysis)

Cognitive research tasks: STOPV

- *Task 1 Standard partitioning and digit correspondence (Ross, 1986)*

“Use these counting blocks to build 52.” “How do you know that is 52?”

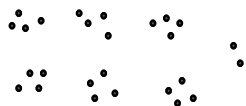


Cognitive research tasks: STOPV

- *Task 2 Non-standard partitioning and digit correspondence (Ross, 1989)*

“Count these and write down how many.”

“Sort the counters into groups of 4. ”

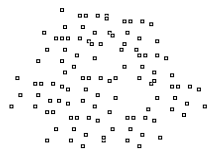


26

“Does this part of your 26 have anything to do with how many counters you have?”

Cognitive research tasks: STOPV

- *Task 3 Counting a large number of objects (Kamii, 1986)*



“How many beans do you think there are?”

“Count them.”

“Count them again by tens”

Cognitive research tasks: STOPV

- *Task 4 Interpretation of the whole numeral ‘06’ (Sierink & Watson, 1991)*

USE BY: 0 6 J U N

“What number is this?”

“Why?”

Cognitive research tasks: STOPV

- *Task 5 Writing multi-digit numbers (Described by Sierink & Watson, 1991)*

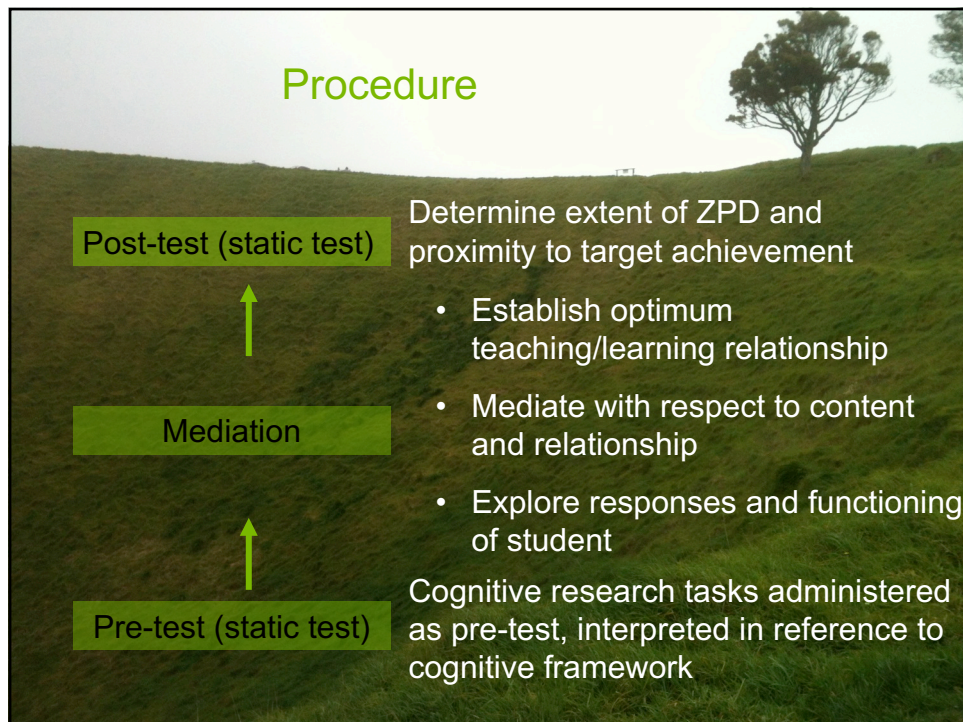
“Write these numbers 3, 6, 19, 83, 109, 172, 1607, 3045, 6572.”

Cognitive research tasks: STOPV

- *Task 6 Reading multi-digit numbers (Described by Sierink & Watson, 1991)*

“Tell me what these numbers are.”

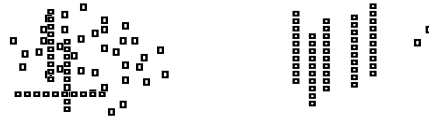
5 9 13 40 67 158 603 1004 2407 6251



Direction for mediation

- *learning trajectories* (e.g., Clements & Semmler, 2009),
- *learning progressions* (e.g., Alonzo & Gotwals, 2012; Wang, Ho & Cheng, 2015; Huynh, Solem & Bednarz, 2015; Meiers, 2004) and
- *developmental trajectories* (e.g., Thomas et al, 2009; Martinez-Castilla, Rodriguez & Campos, 2016).

"Use these counting blocks to build 52." "How do you know that is 52?"



Task 1

40 unit blocks 8 tens

(Scripted questions) **Use these counting blocks to build 52.**

Unsuccessful	Level 1
Successful but only after unsuccessful attempt using unit blocks	Level 2
Performed routinely without explanation	Level 3
Performed routinely with explanation	Level 4

(Level of initial response to the task, before any mediation)

How do you know that is 52?

(Scripted final statement to close the task)

Yes the number 52 is made up of five tens and two ones and they are represented by these blocks, the longs (tens) and shorts (ones or units).

"Count these and write down how many."

"Sort the counters into groups of 4."



26

"Does this part of your 26 have anything to do with how many counters you have?"

Task 2

26 counters pencil and paper

Count these and write down how many.

Sort the counters into groups of 4.

Circle each digit. (6)

What does this part of your 26 have to do with how many counters you have?

(2)

What does this part of your 26 have to do with how many counters you have?

DK / wrote number incorrectly / "to make it twenty six"	Level 1
2 is two objects 6 is six groups	Level 2
2 is twenty and 6 is six	Level 3
2 is two tens and 6 is six ones	Level 4

Yes the two digits in the number 26 tell us how many tens and ones are in the number. There are two tens and six ones in 26.

USE BY: 06 JUN

“What number is this?”

“Why?”

Task 4 Present a container with USE BY 01 Apr. or similar**What number is this? Why? What does the nought do?**

is ten		Level 1
not ten but unsure		Level 2
is one, 0 is placeholder, no. of tens		Level 3

Yes the two digits in the number 06 tell us how many tens and ones are in the number. There are six ones but there are no tens and the zero (nought) tells us that there are no tens in this number. The zero is holding the place for if there were some tens in the number, like 16 or 26.

Task 5 Dictate**Write these numbers.**

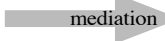
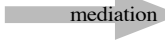
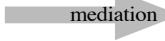
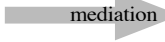
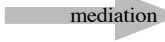
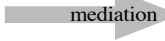
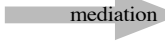
3, 6		1 digit
19, 83		2 digit
109, 172		3 digit
1607, 3045, 6572		4 digit

Task 6 Cards with numbers**Read these numbers.**

5, 9		1 digit
13, 67, 40		2 digit
158, 603		3 digit
1004, 2407, 6251		4 digit

So you have been learning about how the two digits in a number tell us the number of tens and ones in that number, and also about the special job of the zero in numbers, to hold the place for the tens or ones or hundreds or thousands.

SToPV-DA

Task 1 Conservation	pre-test  post-test
Task 2 Standard place value partitioning	pre-test  post-test
Task 3 Non-standard partitioning	pre-test  post-test
Task 4 Counting by tens	pre-test  post-test
Task 5 (06)	pre-test  post-test
Task 6 Writing multi-digit numbers	pre-test  post-test
Task 7 Reading multi-digit numbers	pre-test  post-test

Understanding

provide explanations that numbers can be divided into tens and ones, irrespective of how the quantities are arranged and explain the role of zero in the notation of numbers (would be showing skills in reading and writing three and four digit numbers)

Construction

evidence of understanding but this will not be consistently demonstrated. They may be able to read and write all the numbers, and count by tens, but not be able to explain the role of zero satisfactorily.

Emergent

can identify and label the tens and ones in a two digit number, but not explain the quantities they represent.



Mediation analysed

- Explanation, description, summary or interpretation
- Task question
- Recall
- Focus
- Alternative strategy
- Connection
- Representation (material/visual)
- Reflection
- Evaluation
- Transfer
- Emotional focus



Mediation strategies

7. REPRESENTATION	suggest use	guide use	you read correctly. model use
Material	<i>Is there something we could use to help?</i>	<i>How can we make the counters look a bit like the blocks?</i>	<i>I can group the counters into groups of tens and six left over.</i>

Mediation strategies

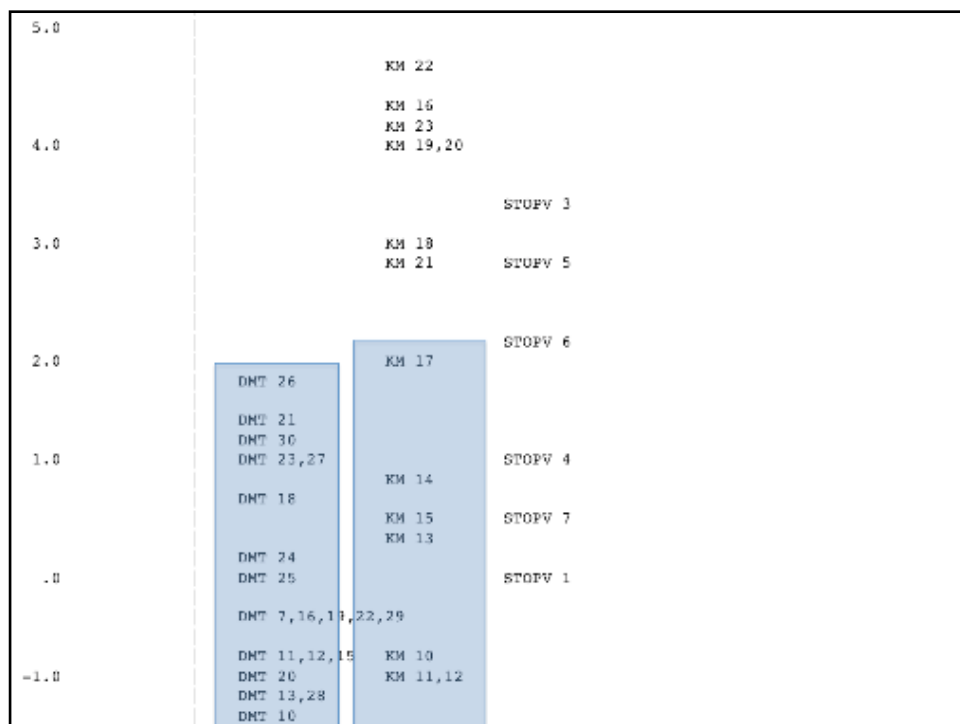
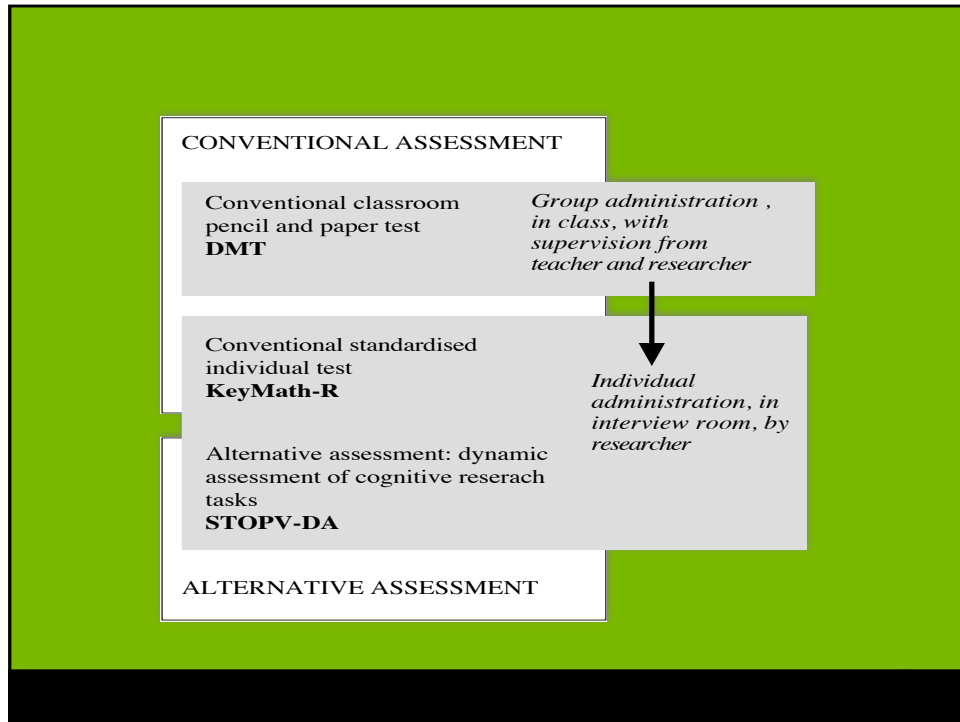
STRATEGY	Level of support increases as needed →		
1. EXPLANATION, DESCRIPTION, SUMMARY OR INTERPRETATION	seek an explanation, description or summary	guide an explanation, description or summary	provide an explanation, description or summary
	<i>Tell me what you did. Why?</i>	<i>You can sort them out so the six tells you ...</i>	<i>If we had another nought in there it would push the six along and make it sixty thousand.</i>
2. TASK QUESTION	repeat	paraphrase	elaborate
	<i>Does this part of your 26 have anything to do with how many counters you have?</i>	<i>So what does this [2] tell you?</i>	<i>If the two tells you how many tens, what does the six tell you?</i>
3. RECALL	seek recall	guide recall	provide recall
	<i>How many beans did we have?</i>	<i>How many beans are there altogether (with gesture) 2</i>	<i>We had 48 beans.</i>
4. FOCUS	seek focus	guide focus	direct focus
	<i>What is the same about these numbers?</i>	<i>Think about this number here again.</i>	<i>Look at how many digits are in this number.</i>
5. ALTERNATIVE	seek alternative	guide alternative	provide alternative
	<i>How else could we do it?</i>	<i>OK try that – see if it works.</i>	<i>There's another way to do this ...</i>

Mediation strategies

8. REFLECTION	direct reflection <i>Tens</i>	paraphrase <i>Ok so you've got two tens there.</i>	elaborate <i>The first digit tells you how many tens are in the number.</i>
9.EVALUATION	seek evaluation <i>Is that right?</i>	guide evaluation <i>How can you change that to make it one thousand, six hundred and seven?</i>	provide evaluation <i>OK but we've only got one left over, so it's not right.</i>
10.TRANSFER	seek similar task <i>Can you think of another question like this one?</i>	guide to similar task <i>Can you think of another four-digit number that would be written like <u>that</u>?</i>	provide similar task <i>Let's try a different one.</i>
11. EMOTIONAL FOCUS	non-verbal	verbal – low level <i>You giggled after these ones. Why were you giggling?</i>	verbal –high level <i>Yes you can do it.</i>

Reporting

- Specific cognitive understanding (actual and assisted; proximity to achievement and context of achievement)
- Intensity and type of teaching needed (effective teaching strategies)
- General cognitive, social and emotional aspects of functioning







How far moved: Grace

Understanding



Construction

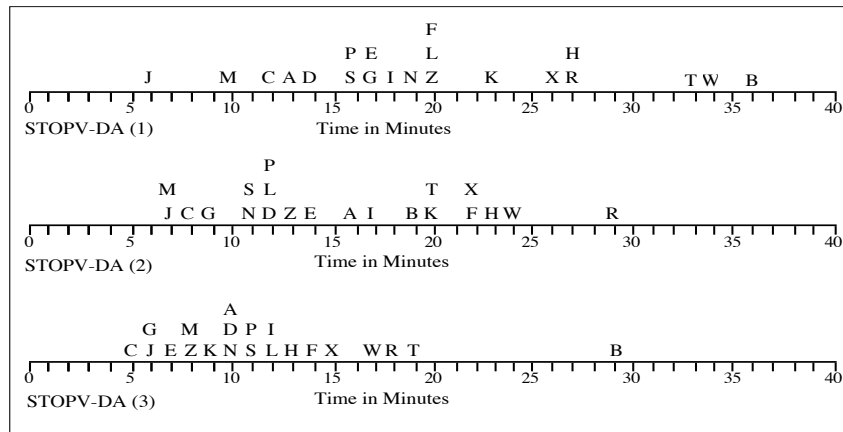
Emergent

Task 1	Level 1 Level 2 Level 3			
Conservation	*			
Task 2	Level 1	Level 2	Level 3	Level 4
Standard place value partitioning	*			
Task 3	Level 1	Level 2	Level 3	Level 4
Non-standard partitioning	* 			
Task 4	Level 1	Level 2	Level 3	Level 4
Counting by tens	* 			
Task 5	Level 1 Level 2 Level 3			
(06)	* 			
Task 6	1 digit	2 digit	3 digit	4 digit
Writing multi-digit numbers	* 			
Task 7	1 digit	2 digit	3 digit	4 digit
Reading multi-digit numbers	*			

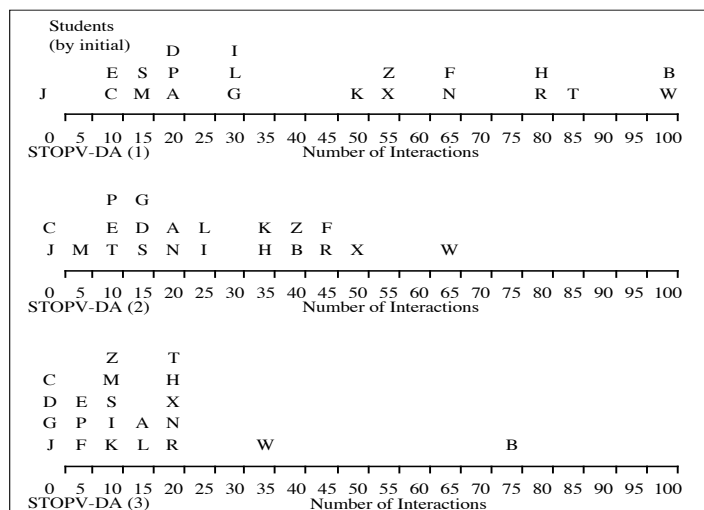
Measuring the proximity to achievement

- Time taken in mediation to reach demonstration at the highest level
5 - 36 minutes
- Number of interactions
0 - 100

Time taken in mediation



Number of Interactions



Static & Dynamic information

Static assessment

- mastery
- score
- scaled score
- list of skills

Dynamic assessment

- understanding of place value
- intensity and type of teaching
- aspects of functioning

Farley

- DMT 80%
- KM-R SS10
- List of skills needing teaching:
Counts 6 tens 7 ones
Constructs 5 tens 4 ones
Counts by tens
Renames tens and ones using MABs
- Emergent stage (non-standard partitioning and counting by tens)
- Type and intensity of teaching
- General cognitive, social, emotional aspects of functioning

Effective teaching strategies: Farley

- Sequence of guided explanation of very small bits of information
- Using familiar representation
- Providing the language
- Guiding the links
- Modelling
- Labelling
- Repeating information and ideas
- Providing evaluations

Ineffective teaching strategies: Farley

- Seeking explanations (he made little or no response to many of these)
- Seeking evaluations

Effective teaching strategies: Wanda

- very explicit guided explanations
- explicit reflections of actions and responses, modelled actions
- familiar representations with guided explanation
- direct explanation and guided reflection
- cover part of stimulus, direct explanations, box structure, build up of small steps

I can use counting blocks to make 2 digit numbers
 I can explain what the blocks represent - ones
 I can break 2 digit numbers into tens and ones
 I can count a large number of beans by tens
 I know what the zero in numbers does
 I can read 1 and 2 digit numbers
 I can read 3 digit numbers
 I can write 1 and 2 digit numbers
 I can use zero as a placeholder when needed
 I can use zero as a placeholder when needed

The things that helped me most in learning about numbers were

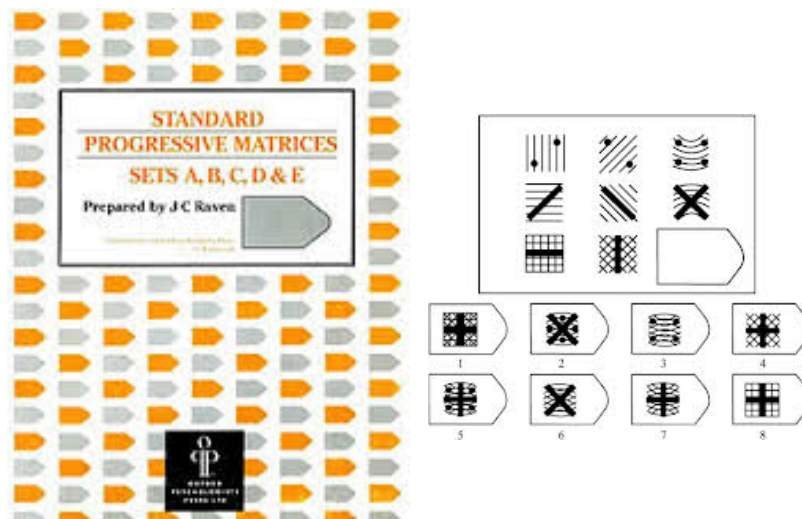
Coolabah Dynamic Assessment

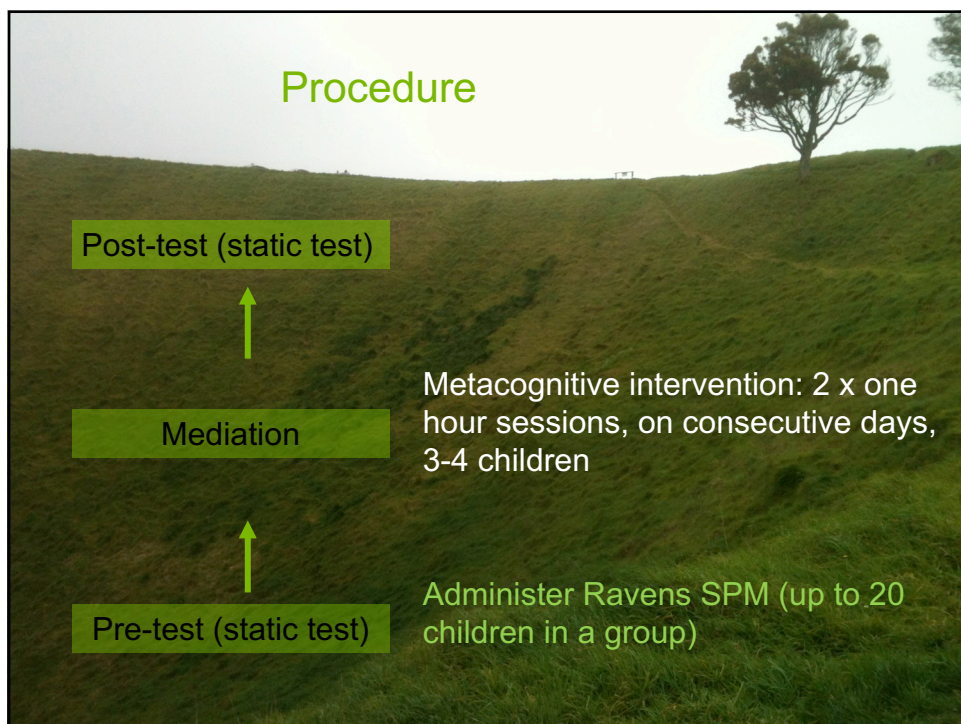
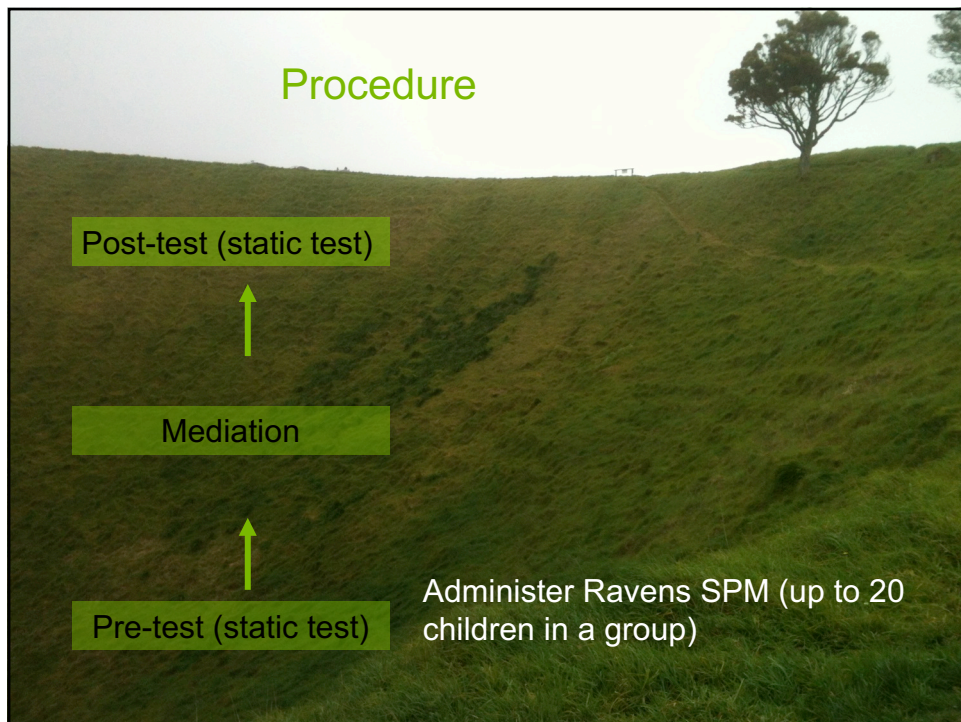
Chaffey (2003)

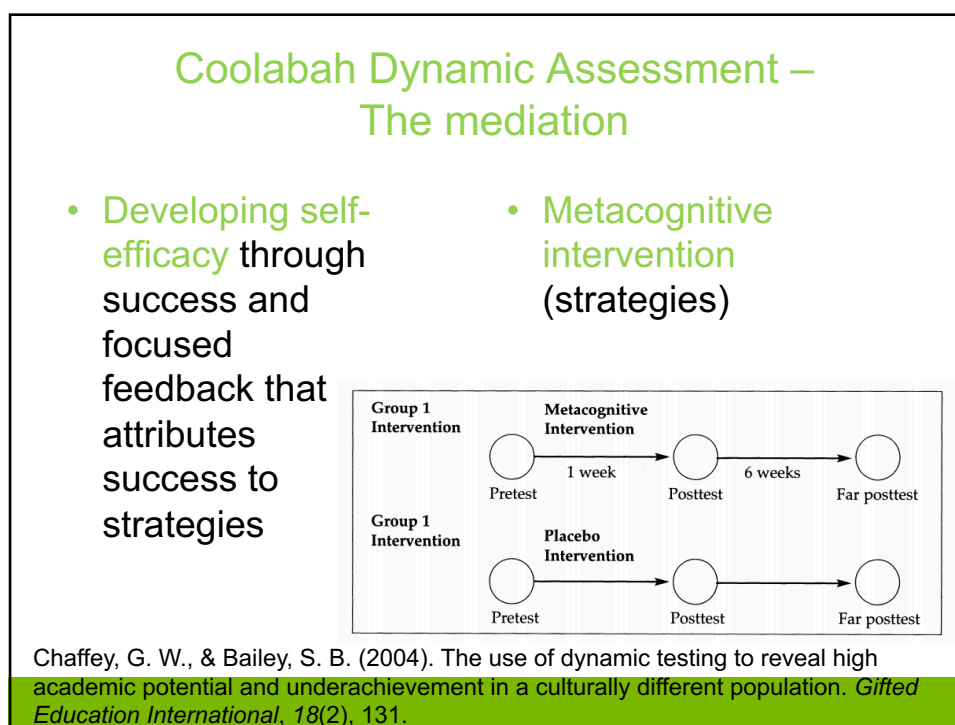
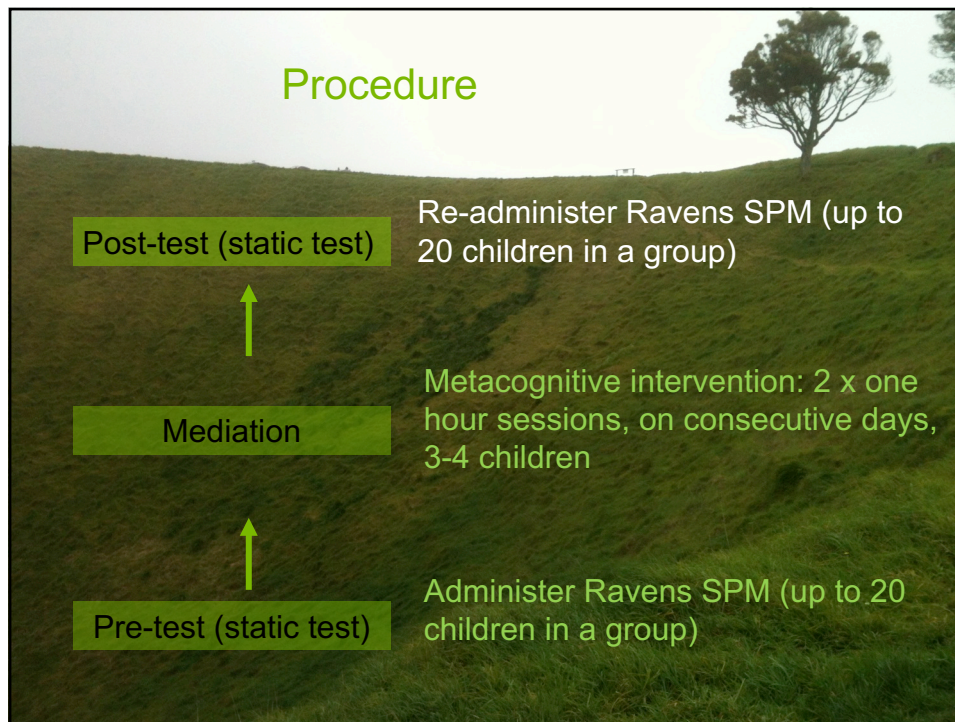
WHAT? Assessment of general intellectual ability

WHY? To identify gifted Indigenous children

HOW? ...







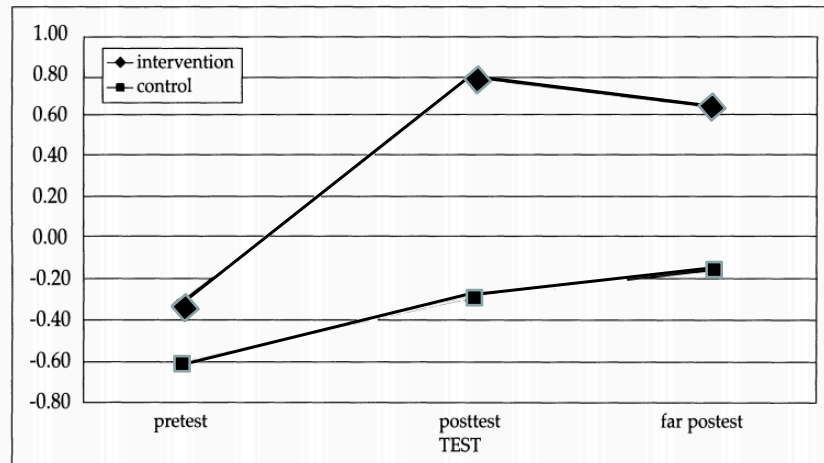
Metacognitive strategies

- Respect
- Expectation
- Self-solving of intervention items
- No pressure
- Fun
- Feedback
- Verbalisation
- Folding answer sheets
- Using common names for shapes
- Drawing the solutions
- Detail
- Scaffolding
- Sequential approach to solution
- Elimination
- Solve in parts
- Controlling impulsivity

Coolabah Dynamic Assessment

- CDA was effective in identifying high academic potential.
- Most of these children were previously unidentified so are considered 'invisible' underachievers.
- This study supported other studies in the US and Israel that one-off screening using even relatively culture-fair nonverbal standardised tests may not produce valid measures of learning potential for some groups of children.

Coolabah Dynamic Assessment



Chaffey, G. W., & Bailey, S. B. (2004). The use of dynamic testing to reveal high academic potential and underachievement in a culturally different population. *Gifted Education International*, 18(2), 131.


Name	Teacher Estimation of Academic School Performance	RSPM Pretest Percentile Band	RSPM Posttest Percentile Band	RSPM Far Posttest Percentile Band
Jill	Just below average	2	80	52
Adam	Average	18	69* 91	58
Nola	Slightly below average	43	81	83
Kate	Well above average	58	91	96
Sam**	Probably average	37	93	90
Ian	Average	86	97	93
Linda	Just below average	42	75	91
Claire	Average	28	81	72

* First posttest


** Control group

Chaffey, G. W., & Bailey, S. B. (2004). The use of dynamic testing to reveal high academic potential and underachievement in a culturally different population. *Gifted Education International*, 18(2), 131.

<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/plk12dcdam.pdf>



Gifted and Talented Education



Identification of Students from Culturally Diverse Backgrounds: Coolabah Dynamic Assessment Model (CDAM)

Application of Cognitive Functions Scale (ACFS)

- 3-5 years
- Six subscales: the learning processes that are typically required for success in preschools (curriculum-based)
 - Classification
 - Short term auditory memory
 - Short-term visual memory
 - Sequential pattern completion
 - Perspective taking
 - Verbal planning

The Application of Cognitive Functions Scale [ACFS]: A curriculum-based dynamic assessment for young children

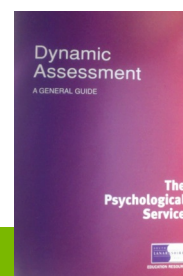
Carol S. Lidz, Psy.D.

ACFS Behaviour Rating Scale

- Self-regulation
- Persistence
- Frustration tolerance
- Motivation
- Flexibility
- Interactivity
- Responsivity
- Classification
- Short term auditory memory
- Short-term visual memory
- Sequential pattern completion
- Perspective taking
- Verbal planning

South Lanarkshire DA

- Provide specific strategies and intervene to change the way the child is learning
- Obtain change in the child's level of performance and in learning approach
- Slow down and be reflective
- Self-monitoring strategies
- Verbalisation (self-talk)
- Planning
- Explanations
- Consider alternative solutions
- Make links with experience
- Break tasks down into steps



Emotional factors

- Anxiety
- Fear of failure
- Motivation
- Confidence
- Frustration tolerance
- Assessor can explore these and attempt to reduce their impact and explore the child's level of performance

Dynamic
Assessment
A GENERAL GUIDE

The
Psychological
Service

IMPROVING LEARNING THROUGH DYNAMIC ASSESSMENT

A PRACTICAL CLASSROOM RESOURCE

Lauchlan, F. & Carrigan, D. (2013) Improving learning through dynamic assessment: A practical classroom resource. London: Jessica Kingsley



Cognitive Learning Principles

- Communication
- Comparative behaviour
- Efficiency
- Exploratory behaviour
- Justification of response
- Memory
- Nature of response
- Planning
- Problem identification
- Recognition
- Reflectiveness
- Spatial orientation
- Transfer of learning
- Vocabulary

Lauchlan, F. & Carrigan, D. (2013) Improving learning through dynamic assessment: A practical classroom resource. London: Jessica Kingsley

Affective Learning Principles

- Accessibility to assistance
- Attention
- Concentration
- Confidence in correct responses
- Flexible thinking
- Frustration tolerance
- Motivation
- Presentation
- Task perseverance
- Vitality and awareness

Lauchlan, F. & Carrigan, D. (2013) Improving learning through dynamic assessment: A practical classroom resource. London: Jessica Kingsley

Mediation

When starting a task

What do you have to do here?
How is this similar to something you already know/have done?
What do you know about this already?
What do you expect to find out?
Is there another way you could do this?

When finishing a task

Is your answer right? Do you need to change it? Do you need to add more?
What have you learned?
Did you understand everything? Do you need to ask a question?
What did you like and dislike about the task? What did you find easy/difficult?

Lauchlan, F. & Carrigan, D. (2013) Improving learning through dynamic assessment: A practical classroom resource. London: Jessica Kingsley

Mediation

During the task

Process questions (these help children pay attention to their own thinking) – *Yes tell me what you did.*
 Bridging (this helps the child to make links between their previous experience and the current task) – *How is this similar to something you already know/have done?*
 Other:
 Challenging or asking for justification – this helps the child to take responsibility for their learning and not rely on the teacher to tell them that they are right. Challenging a correct answer helps children to learn that a challenge doesn't always mean that their answer is wrong - *are you sure that is right? How did you know?*

Lauchlan, F. & Carrigan, D. (2013) Improving learning through dynamic assessment: A practical classroom resource. London: Jessica Kingsley

Swanson Cognitive Processing Test (S-CPT)

- Based on model of information processing that has a focus on memory (active and long term)
- The dynamic assessment procedures are prescribed and involve a series of hints to bring the individual to the highest level of performance



- Sample item. I'm going to say some words, then ask you a question about the words and then I would like you to say the words in order to me. For example I would like you to remember mat-cat. But first I would like you to answer a question about those words. Which word did I say *cat* or *rat*?
- That's right *cat* was the word I said. Now tell me in order all the words that I said.

- Practise: Aid - fade - maid
- Process Question:

Which word did I say, *raid* or *maid*?

- That's right *maid* was the word I said. Now tell me in order all the words that I said.

Subtest 1 Rhyming Words PROBES

1. The last word in the sequence was '___'; now can you tell me all the words in order?
2. The first word in the sequence was '___'; now can you tell me all the words in order?
3. The middle words in the sequence are '___' and '___'; now can you tell me all the words in order?
4. All the words in order are '___ - ___ - ___ - ___'; now can you tell me all the words in order?

Swanson (1996:8)

Dynamic Assessment and Intervention: Improving Children's Narrative Abilities



Can discriminate between ...

- Capable language learner - improved significantly during mediated assessment AND was moderately responsive AND requires minimal teaching effort
- Exhibits language-learning difficulties - ready to benefit from mediated teaching in areas of narration
- Exhibits language learning difficulties - Not ready to benefit from mediated teaching in areas of narration

Others' experiences

- No difficulties incorporating teaching into the assessment interaction
- The teaching/learning relationship was established using counselling skills
- There was focus on general cognitive, social and emotional aspects of functioning
- Knowledge of the mathematical domain was the biggest hurdle

... depending on the cognitive level of the student you would have to change, and reframe and then clarify - use different words, simplify it a little bit and that was really good because that in itself taught you so much about the child.

It really picks up kids with language interpretation problems .. it made me realise how ... I had to keep on working and changing the language.

I was not sure that it would really give me a lot of information that would help me understand their needs [but] I think you are able to explore the strategies they use in learning so much more easily.

When you do a cognitive assessment you can see how they approach a task and see what their response is. They can't do it and they know they've got it wrong, but you've got no opportunity to see how they receive any help. Some kids aren't very good at taking help ... so this certainly gives you that information. ... This gives you more of an understanding of what the teacher is actually faced with.



Contents

- My bag travels in the car boot between schools and my private practice office.
- The core contents are shown here.

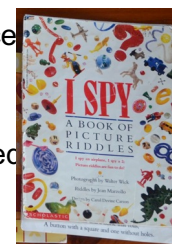


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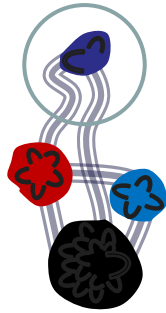


What is assessed during this activity?

- I get an introduction to how reading is developing (as a skill as well as conceptually and functionally). I make sure this is successful by providing what ever assistance is needed for us to read the words. We only read one instruction at a time.
- I note whether the student naturally goes back to the words to check or to read the next phrase.
- I give opportunity to find objects without, and then with, assistance as needed.
- I get information about interests and vocabulary (receptive and expressive) knowledge – is a good catalyst for talking.
- I check vision and perceptual skills, problem solving strategies, frustration responses and levels, need to and skills for seeking assistance and using assistance, interpersonal skills, teaching and learning interaction skills, attention and memory, number knowledge and counting skills.
- I teach strategies and see how well these are received and applied later.



Teach for all the learners



We carefully studied 20 Australian teachers who were highly successful in including students with disabilities. These teachers tended to see all of their students as having individual needs – not just the students who had a disability.

(Shaddock, Hook, Hoffman-Raap, Spinks, Woolley & Pearce, 2007)

Focus on success for individual learners



Student				
Description of a characteristic of the learning environment or what the student brings to their learning	Explanation of how it is supporting learning (wrt ATRiUM)	Explanation of how it is hindering learning (wrt ATRiUM)	Evidence – how do you know this?	Generation of possible implications for teaching

Berman, J. & Graham, L. (2018). *Learning intervention: Educational casework and responsive teaching for sustainable learning in inclusive schools*, London, England: Routledge.

During the interaction, remember to:

- Provide feedback that informs the learner about what did and did not work.
- Elicit active conversation and input from the learner related to the work.
- Collect data and work samples to demonstrate and document changes in competence (show these to the learner).
- Be explicit about what you are thinking and decisions you are making during the assessment; model reflective thinking through self-talk related to the task.
- Look for opportunities to relate new work to what the learner already knows, and encourage the learner to do this as well.
- Gear yourself to match the learner's pace and style and be ready to adjust what you are doing and saying to make it accessible to the learner.
- Keep the work within the learner's reach, but also require the learner to reach just beyond what he/she already knows or can do.
- End on a positive note of successful accomplishment.

H.C. Haywood & C.S. Lidz (2007). *Dynamic assessment in practice*:

Three assumptions underpinning DA

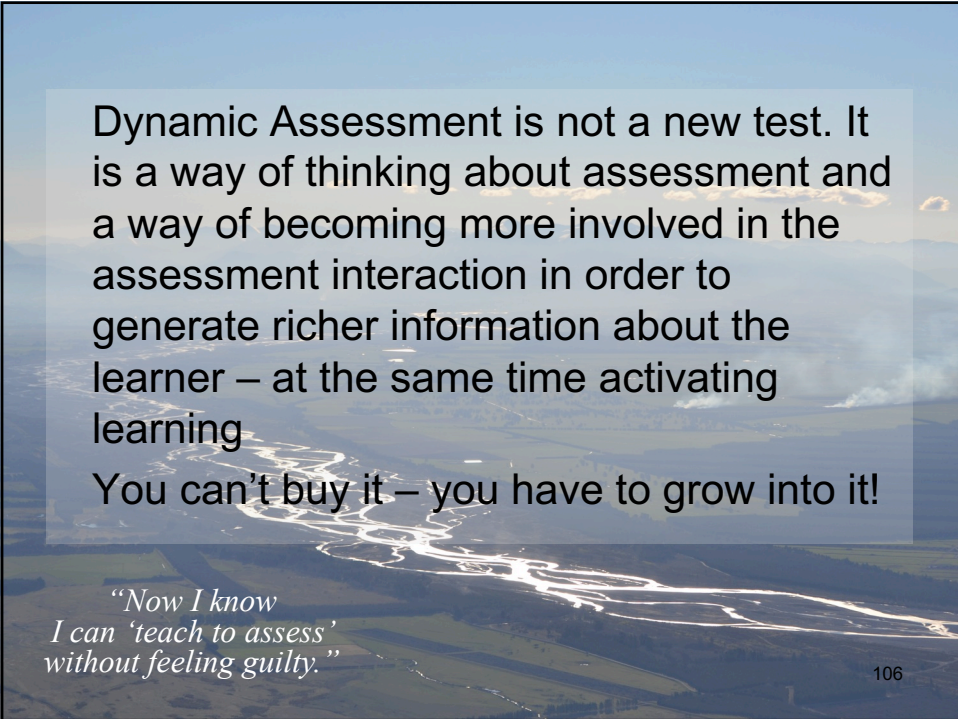
Given the diverse educational experiences of children brought up in dissimilar cultural circumstances, conventional (also referred to as unassisted or static) assessment might not adequately capture the level of cognitive development.

Psychologists and educators should be interested not in where children are now, given their previous educational experience, but where they can be tomorrow, assuming that they are given adequate educational intervention from now on.

There is little use in assessing for the sake of assessment; assessment should be carried out as a part of intervention (i.e., being assisted or dynamic in nature) and for the sake of selecting or modifying intervention.

Grigorenko, E. (2009). Dynamic assessment and response to intervention: Two sides of one coin, *Journal of Learning Disabilities*, 42 (2), pp.111-132.

- DA is becoming increasingly significant globally - in some places it has replaced conventional cognitive assessment.
- DA is a layer of processes to be explored in the context of whatever tasks and activities are appropriate to help respond to the WHAT? and WHY? of the assessment. What will you notice and how will you support the development of these processes?
- The materials and equipment depend on the focus of the assessment.
- Learning how to do DA is not a matter of straight training of procedures, it is higher order thinking - knowing what to look for, and how to respond so as to advance learning and thinking for the student.

An aerial photograph of a river delta, likely the Nile, showing a complex network of white sandbars and blue water channels winding through a vast, flat landscape. The sky is a pale blue with some light clouds. A semi-transparent white rectangular box is overlaid on the center of the image, containing text.

Dynamic Assessment is not a new test. It is a way of thinking about assessment and a way of becoming more involved in the assessment interaction in order to generate richer information about the learner – at the same time activating learning

You can't buy it – you have to grow into it!

*“Now I know
I can ‘teach to assess’
without feeling guilty.”*

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